



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3

Show the Rule™ Example Lesson

Sequence:

Writing with Conjunctions



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Long-Term Target Addressed (Based on NYSP12 ELA CCLS)	
I can use grammar conventions to send a clear message to the reader. (L5.1)	
Supporting Learning Targets	Ongoing Assessment
• I can explain what conjunctions are and how they are used in sentences. • I can use conjunctions to improve my writing.	• Show the Rule™ journal writing



Agenda	Teaching Notes
1. Opening Lesson (Day 1) A. Introducing the Rule (10 minutes) B. Defining the Rule (15 minutes) 2. Work Time (Days 2-4) A. Show the Rule™ Journal Writing (15 minutes per day) 3. Closing Lesson and Assessment (Day 5) A. Self-Assessment and Sharing (10 minutes) B. Anchor Chart (5 minutes) 4. Homework A. If you need additional time to work on your Show the Rule™ writing piece, bring your Show the Rule™ journal home.	• The purpose of this lesson is to Show the Rule™¹ and introduce a specific grammatical rule or convention of English rule/CCLS Language Standard through a piece of literature or informational text. Students are actively listening or looking (on an overhead or interactive white board) for the rule as it is used in the text, while you read aloud to the whole group. Through this process, the class begins to define (with guidance) that particular rule and generate the definition. • This process uses higher-order thinking skills; shows the application of the rule in rich, authentic literature; and asks students to immediately transfer the rule into their own creative piece of writing. • This lesson sequence is an example and model for teachers. Collaborate with colleagues to develop similar lessons for the other specific subcomponents of CCLS L.3.1, 2, and 3. • In this lesson, the class creates two anchor charts: one for the specific rule they are working on this week (in this case, conjunctions), and a second general Show the Rule™ anchor chart that will serve as a running list of all the rules the class learns about over time. Throughout the week, keep the Capitalization Rules anchor chart up for students to reference (until the closing lesson and assessment). At the end of the week, record the rule of focus for the week on the more general Show the Rule™ anchor chart. Then, you may choose to take down the Conjunctions Rules anchor chart or to keep it to post as needed (for example, when students are editing their writing). Keep the more general Show the Rule™ anchor chart posted regularly in the classroom, so it serves as a cumulative list of all the rules students have learned and practiced. • When you are deciding on a piece of text to use when introducing a rule, it should be one that includes very clear and obvious rules. If the rule is not clear, it will confuse the students. • When you are selecting a text for subsequent Show the Rule™ lessons, be sure that it is firmly integrated with the content you are teaching and is one that students have worked with before. It is important that students have a clear understanding of the text before they begin to look closely at how conventions are used in the piece to send a clear

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message to the reader.

- Before conducting this series of lessons with students, be sure they have read and understand the article “The TV Guy” from I Love History at utah.gov. They should have read the article several times and be familiar with its content and vocabulary.



Agenda	Teaching Notes
	• For the purpose of this lesson, students focus only on the most common conjunctions: “and,” “or,” “but,” “so” (not the less common ones: “yet,” “nor,” “for”). • At the end of this lesson sequence, be sure that all students understand that once they have done a Show the Rule™ piece, they are responsible for using that rule correctly in all of their writing. • In advance: - Select magazines for students to cut out pictures from to inspire their writing. Another option is to pre-cut pictures to decrease the time required of students. - Prepare a Show the Rule™ journal by getting a composition book or notebook for each student to use for his or her Show the Rule™ writing. Small, lined composition books work well. - Review: Language Standard L.5.1 a. - Make sentence strips, one per student. Each sentence strip should contain a sentence from “The TV Guy” article that uses a conjunction, with the conjunction underlined (sentences may repeat). See “The TV Guy” (conjunctions highlighted, for teacher reference), which contains sentences that are highlighted for you.



Lesson Vocabulary	Materials
grammar conventions, conjunction, join	• Show the Rule™ journal (one per student; see Teaching Notes) • Sentence strips (one per student; and again in Unit 3, Lesson 2; see Teaching Notes) • “The TV Guy” from Unit 2, Lesson 5; one for display) • “The TV Guy” (conjunctions highlighted and underlined; for teacher reference) • Document camera • Conjunction Rule anchor chart (new; teacher-created; see Teaching Notes) • Magazines (enough for all students to cut up) • Glue sticks (one per student) • Highlighters (optional) • Show the Rule rubric™ (one per student) • Show the Rule™ anchor chart (new; teacher-created)



Opening Lesson (Day 1)	Meeting Students' Needs
A. Introducing the Rule (10 minutes) • Write the following sentences on the board: – The panda bear eats shoots and leaves. – The panda bear eats, shoots, and leaves. • Ask students: * “How is the meaning of each of these two sentences different?” * “As a reader, what helps us figure out the differences?” • Explain to students that in order for people to understand your writing (which is the whole purpose of writing!), you must follow certain rules. • Share the long-term learning target with students: * “I can use grammar conventions to send a clear message to the reader.” • Underline <i>grammar conventions</i> and explain that this term means the rules for written and spoken language. Give students some examples that will be familiar to them (e.g., sentences begin with a capital letter and end with a period). Ask students: * “Why is it important for writers to follow language rules while writing?” • Listen for students to explain that it helps the reader understand what the writer wants to say. • Distribute a Show the Rule™ journal to each class member. Tell students that beginning today and continuing throughout the year, they will be rereading familiar texts and looking at specific rules of written language, practicing using the rule in their own writing, then recording the rule on an anchor chart so they can remember to use it in future writing. • Share the two learning targets and explain that they will be the focus of students’ work over the next week: * “I can explain what conjunctions are and how they are used in sentences.” * “I can use conjunctions to improve my writing.” • Explain that today the class will be learning about a kind of word called a <i>conjunction</i>. After looking carefully at the conjunctions in “The TV Guy” article, students will try to figure out what conjunctions are and how they are used in sentences.	• It might be helpful for some students to look at the highlighted words before the lesson to gain a sense of the rule ahead of time.



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GRADE 5: MODULE 2B: UNIT 3

Show the Rule™ Example Lesson Sequence:
Writing with Conjunctions



Opening Lesson (Day 1, continued)	Meeting Students' Needs
• Distribute the sentence strips and explain that the underlined words are conjunctions. Ask students to share some of the sentences and underlined words on their strips with the class. You may want to write the conjunctions on a chart for reference. • Distribute a clean copy of "The TV Guy" to students, and display a clean copy using a document camera. • Tell them they are to be detectives and find the conjunctions ("and," "or," "but," "so") as you read aloud. When students hear a conjunction, they should raise their hands and you will select a student to come up and highlight the conjunction in the displayed article. • Read the article aloud as the students listen, and invite students' with hands raised to come up and highlight.	
B. Defining the Rule (15 minutes) • As students notice and highlight conjunctions, ask the class for observations on the highlighted word in the sentence. * "What is the 'job' of a conjunction?" * "What rule could go with the highlighted words/conjunctions?" • As a whole group, invite students to begin to define the rule. Guide the discussion, drawing the language of the rule from the ideas the students are presenting. • By the end of the discussion, the group should generate a Conjunctions Rule anchor chart with a definition similar to the one below as well as several examples students noticed in the text: – A conjunction is a joiner, a word that <u>connects</u> (conjoins) two words, phrases, or sentences.	• For some students, it might be helpful to have the conjunctions written in a larger type size on index cards. A card can be put down in front of the student as the teacher reads it aloud for emphasis.



Work Time (Days 2-4)	Meeting Students' Needs
A. Show the Rule™ Journal Writing (15 minutes per day) • Distribute magazines and glue sticks. Encourage students to choose pictures that they find interesting, cut them out, and glue them into their Show the Rule™ journals. They will use these pictures to inspire ideas for their own creative writing pieces. • With the new rule in mind (conjunctions), invite each student to write a creative piece using the rule as much as possible throughout the piece. This reinforces the newly acquired knowledge and provides evidence of the depth of knowledge. • When students are finished with their writing, ask them to use their highlighters to “show the rule” throughout the piece. (If highlighters are unavailable, students can simply underline each instance of the rule.)	• Consider setting a timer so that the browsing and cutting time is limited.



Closing Lesson and Assessment (Day 5)	Meeting Students' Needs
A. Self-Assessment and Sharing (10 minutes) • Review the Show the Rule™ rubric with students. Practice using the rubric to analyze models (teacher-created or student-generated, perhaps from another class, that have been typed up with names removed). This will help students to understand what each part of the rubric means. • Invite students to self-assess their work using the rubric. • At the end of the week, you may want to provide time for students to share their stories in pairs or small groups.	• Use an example of student writing to analyze and assess with the whole group, discussing the strengths and areas that could be improved using the language from the rubric. It is helpful to analyze both a strong piece and a weaker piece. • Going through this exercise throughout the year with students who have strong pieces of work further clarifies the criteria on the rubric and inspires students to copy others' strategies. • If you are using this rubric to record a grade for students' work, consider weighting the grade toward the rule focus for the week. Additionally, the criteria for "creativity" should be defined as a class. It is not meant to be part of a grade, but rather as a way to motivate students to have fun as they write.



Closing Lesson and Assessment (Day 5, continued)	Meeting Students' Needs
B. Anchor Chart (5 minutes) • Post chart paper to begin the broader Show the Rule™ anchor chart. Tell students this chart will serve as an ongoing reference for all the rules they are learning. Add a class-generated definition and example for the conjunctions rule that is a short-hand version of the following: – Use conjunctions (“and,” “or,” “but,” “so”) to join two words, phrases, or sentences. – Example: I went to school on the bus, but I rode home with my mom.” • Explain that once a rule has been added to the chart, everyone is accountable for following it in all written work. Students are cumulatively accountable for all of the rules on the chart in all of their writing across the curriculum. Be sure to emphasize this with students each time a rule is added. • Consider using a different color marker each time you record a new rule on the anchor chart. This will help students locate specific rules as the list grows. You may also wish to create a visual for each rule. • Consider reviewing the anchor chart in advance of other assigned writing tasks and during the editing process after students have finished drafting their work.	• It is a good idea to review the rules on the rule chart regularly. This can be done before a new rule is added, during morning meeting, or even at transition times while students are waiting for some of their peers to finish a task. • At any time, you can assign a quick check for sentences showing any particular rule. This will remind students of the rule and provide practice in the skill. For example, ask students to write one sentence that contains a conjunction. When they are done, they can share their sentence with a partner. You can walk around, looking over students’ shoulders, and ask a couple of students who have a good example to share out with the whole group.
Homework	Meeting Students' Needs
• If you need additional time to work on your Show the Rule™ writing piece, bring your Show the Rule™ journal home.	



Grade 5: Module 2B: Unit 3: Show the Rule™ Lesson Supporting Materials



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The TV Guy

Philo T. Farnsworth, 1906–1971

In short:

It may sound hard to believe, but a farm boy from Utah invented the television! Think how that has changed the world. Philo T. Farnsworth, who came from a little community outside of Beaver, built on the work of others, but he was the one who made the image dissector camera tube that put the first images on a television screen. His invention opened up entirely new avenues for entertainment, information, and exploration. It also landed him on a postage stamp in 1983!

More of the story:

He changed the world!

Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible. How did community and family life change because of television?

Born into a very different world.

Philo Farnsworth came into a world just beginning to be electrified in 1906. His family's first house, near Beaver, Utah, had no electricity. So when the family moved to a new house in Idaho, young Philo was fascinated! Lights that came on when you flipped a switch and electric tools for the farm intrigued him.

By the age of 13 he had won his first national contest, sponsored by *Science and Invention* magazine, for a thief-proof lock.

In 1922 he drew a design for his high school chemistry teacher, Justin Tolman. The drawing had nothing to do with the class or the assignment, but Tolman kept it. Farnsworth believed that he could transform electricity into pictures by controlling the speed and direction of fast-flying electrons.

Philo did very well in high school and was excited to go to Brigham Young University, but before he could finish college, his father died and his family could no longer afford for him to be at school.

How to make a TV?

Philo was still thinking about how to send images through the air, but he had no money to work on his idea. Eventually, he met a pair of Californians who invested money in his idea. They gave him enough money so that he could experiment with the device he had worked on in high school.

So he worked. And worked. Tried and tried.



Success!

He successfully transferred his first image in 1927—at age 21. So what was the first real television image? Just a simple line!



The TV Guy

A challenge.

Other people had also been working on inventing a television. Another inventor, John Logie Baird, also had successful tests using his own methods that year and in 1928. So Philo spent several years fighting over the right to claim he invented the television.

He worked for several different companies in his life, and he never stopped inventing. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.

But Farnsworth was sad and bitter that the public did not recognize his work to make television a reality. He died with little money or fame.

Finally, people noticed.

However, in 1985 students and teachers from Ridgemont Elementary School in Salt Lake City started working to give him the recognition he deserved. They lobbied the state legislature to choose Philo T. Farnsworth as the second of two statues Utah was allowed to place in the U.S. Capitol Building. (The first statue is Brigham Young.) So now a statue of Farnsworth stands in Statuary Hall in Washington in the United States Capitol.

What's more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!



"Utah State History." Philo Farnsworth. Utah Division of State History, Web.
<http://www.ilovehistory.utah.gov/people/difference/farnsworth.html> .



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Show the Rule™ Rubric

	4	3	2	1	Points
Clear Understanding of the Rule	Rule is used often and correctly through out writing	Rule is used some, but correctly throughout	Rule is used often, but sometimes incorrectly	Rule is used little and often incorrectly	
Creativity	Highly creative writing: It is very engaging to read. I wish it wouldn't end.	Evidence of creative idea(s): It is engaging to read. I enjoyed it.	Some creative aspects: It is somewhat engaging to read.	Plain and simple: It makes sense but doesn't engage the reader.	
Neatness and Layout	Work is very neat and has an excellent layout: It is easy to read.	Work is quite neat: It is readable but could be a bit neater.	Work is a little sloppy: It is sometimes hard to read.	Work is very sloppy: It is hard to read.	
Punctuation and Spelling	No punctuation and spelling errors	Just one or two punctuation and/or spelling errors	Some punctuation and spelling errors	Many punctuation and spelling errors	
				TOTAL POINTS	